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ABSTRACT

The annotated bibliography was prepared to assist those applying for grants under Part D of the Vocational Education Act of 1963, as amended. The bibliography is intended to help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Computer-assisted searches of several data bases recovered items related to the concepts of sex stereotyping and vocational education or occupational aspiration, of which 88 were chosen to be included in the document. Section titles are ERIC report literature, AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education) report literature, NTIS report literature, journal articles, and projects in progress as reported in AIM/ARM. Information about how to order documents is also provided. (LJ)

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Bibliography Series No. 29

Sex Stereotyping and Occupational Aspiration

An Annotated Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SEX STEREOTYPING AND OCCUPATIONAL ASPIRATION: AN ANNOTATED BIBLIOGRAPHY

Compiled by

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

October 1975

This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Bureau of Occupational and Adult Education position or policy.

VT 103551

PREFACE

This annotated bibliography was prepared by the AIM/ARM project at The Center for Vocational Education for the U.S. Office of Education in response to a request by Joyce D. Cook in the Demonstration Branch. It is made available on a cost-recovery basis to assist possible applicants for grants under the Vocational Education Exemplary Program of the Office of Education for fiscal year 1976 (Part D of the Vocational Education Act of 1963, as amended). Advance notice of priorities, subject to changes in legislation, appropriations, or program plans, was given in the *Federal Register*, Vol. 40, No. 139, Friday, July 18, 1975 (pages 30297-8).

It is hoped that this bibliography and its companions, *Evaluation of Work Experience, Cooperative Education, and Youth Manpower Programs: An Annotated Bibliography* and *Experienced Based Career Education: An Annotated Bibliography*, will help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Project directors are encouraged to send information about projects to AIM/ARM.

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INTRODUCTION

Experienced based career education has been designated as the priority for projects under the USOE Vocational Education Exemplary Program for fiscal year 1976. Special emphasis was to be given to elimination of sex bias and sex role stereotyping and to evaluation of projects. To avoid duplication and to build upon prior knowledge, literature in the field should be considered.

The reports and journal articles cited in this bibliography were found through a computer-assisted search of *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), *Resources in Education* (RIE), and *Current Index to Journals in Education* (CIJE). Items included were those found to be indexed with one or more terms from the concepts listed below. AIM/ARM abstracts were searched with terms from the Sex Stereotyping concept only.

CONCEPT	INDEX/SEARCH TERMS
Sex Stereotyping	Feminism Sex Discrimination Sex Role Sex Stereotyping
Vocational Education OR Occupational Aspiration	Adult Education Agricultural Education Business Education Career Education Cooperative Education Distributive Education Health Occupations Education Occupational Home Economics Prevocational Education Technical Education Trade and Industrial Education Vocational Education Career Choice Career Planning Occupational Aspiration Occupational Choice Occupational Guidance Vocational Counseling

Citations have been organized in three sections–ERIC Report Literature, AIM/ARM Report Literature, and Journal Articles. Annotations within each section have been arranged by ED, VT, or EJ numbers in descending order. A total of 122 citations were found using the search strategies outlined above. Eighty-eight of these items were included as relevant to the subject under consideration. The final section lists Projects in Progress that were reported in AIM/ARM.

ERIC REPORT LITERATURE

ED099323 SP008626

EDUCATIONAL INFLUENCES ON CAREER OPPORTUNITIES FOR WOMEN. TEACHER EDUCATION FORUM SERIES. VOL. 2, NO. 13.

Kimmel, Marcia S.

Indiana Univ., Bloomington. School of Education.

Spons Agency-Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Grant-OEG-72-0492-725

Pub Date Mar 74 Note-13p.; For related documents, see ED 075 913, 076 572, 089 237, 096 262-271, and SP 008 614-636

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-*Career Choice/*Educational Practice/Educational Quality/Sex Discrimination/*Sex Role/*Sex Stereotypes/*Womens Education

Ambivalent feelings about achievement and success which affect the career choices of women are caused by the kind of educational experiences prevalent in the United States today. The distinction between sexes is recognized by children at age 2 and by kindergarten, girls show dependency in achievement-related situations. During their elementary school years, a significant number of females show a decline in intelligence test scores. The reinforcement of sex-role stereotypes takes place continually in schools, and the resulting conflict between being feminine and being successful causes young women to show an increasing tendency as they progress through high school and college to exhibit anxiety in achievement-related situations. In recent studies, the motive to avoid success was fairly commonplace among women—47 percent among junior high school students, rising progressively to 88 percent among college women. The educational system must develop an awareness of the ways in which it belittles the achievements of women. Textbooks and other materials which promote stereotypic images of women must be revised, and teachers should receive awareness training to discourage perpetuation of inequality between the sexes. (HMD)

ED098437 CE002556

NEW DIMENSIONS IN THE CAREER DEVELOPMENT OF WOMEN. CONFERENCE PROCEEDINGS NO. 2.

Hohenshil, Thomas H., Ed.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency-Virginia State Advisory Council on Vocational Education, Blacksburg.

Report No.-CP-2

Pub Date 74 Note-134p.; Papers presented at the Annual Conference for Career Counseling and Vocational Education (3rd, Blacksburg, Virginia, March 1974)

Available from-Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order No. CP-2, $3.00)

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Descriptors-*Career Education/Change Strategies/Changing Attitudes/*Conference Reports/Equal Opportunities (Jobs)/*Females/Pilot Projects/Program Descriptions/Sex Discrimination/Sex Stereotypes/Speeches/*Vocational Counseling/Vocational Development/*Vocational Education/Womens Education

Identifiers-Virginia

Approximately 200 teachers, counselors, administrators, and university personnel from four States participated in the Third Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference was to examine current views and programs regarding the career development of women, with special emphasis on public school and community college programming. Seven nationally recognized speakers, selected for expertise in their respective fields as well as for their research endeavors and leadership in professional organizations, presented addresses to the conference treating the topics of career and leisure development and counseling for girls and women; these are reproduced in the document. In addition, five exemplary Virginia career development programs, ranging from elementary school to community college levels, were described at the conference; these program descriptions comprise the remainder of the document. Appended are an agenda and a directory of participants. (Author/AJ)

ED097361 TM003994

MINIMIZING SEX BIAS IN INTEREST MEASUREMENT THROUGH THE CONTEXT OF TESTING AND INTERPRETIVE MATERIALS.

Pub Date Apr 74. Note-10p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Guidelines/*Interest Tests/Research/*Sex Discrimination/Sex Stereotypes/*Test Bias/Testing Problems/*Test Interpretation/Test Validity/*Vocational Counseling

These guidelines deal specifically with the context in which the measurement of interests occurs and the interpretive materials which are made available to test users. They are classified and discussed in three categories: guidelines intended to inform the test user of possible factors influencing a sex-biased response on interest inventories; guidelines intended to eliminate overt sex bias through modifying language and examples presented in interpretive materials; and guidelines intended for research, examining the context of testing and recommending orientation sessions to help respondents examine sex-role stereotypic sets toward activities and occupations. Previous research shows women's responses change under instructions designed to change the sex-stereotypes set; research on the psychology of women has examined career stereotypes, role stereotypes and the motive to avoid success. Research on the effect of orientation and set should take these variables into account, and a variety of studies can be undertaken to examine the effect of modifications in testing context on the validity of interest measurement for women. (Author/SE)

ED097274 SO007841

STUDY ON THE EQUALITY OF ACCESS OF GIRLS AND WOMEN TO EDUCATION IN THE CONTEXT OF RURAL DEVELOPMENT. REVISED.

United Nations Economic and Social Council, New York, N.Y.

Pub Date 27 Feb 73 Note-87p.; Twenty-fifth session of the Commission on the Status of Women; A related document is ED 076 734

Available from-UNESCO, 7 Place de Fontenoy, 75700 Paris, France

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-Agricultural Education/Change Agents/Developing Nations/*Educational Opportunities/Literacy Education/Questionnaires/*Rural Development/*Rural Education/Sex Role/*Surveys/*Womens Education

This report examines why women in rural areas encounter particular difficulties in gaining access to out-of-school education. The report, based on a survey of UNESCO members, first attempts to describe the characteristics of rural areas, the size of their population, and the reasons for and the scope and impact of the exodus from the countryside in so far as women are concerned. The present situation with respect to the access to education of girls and women in rural areas is described. Essential factors of rural development and the extent of women's role in this process form the third part of the report. In conclusion, the education of women for rural development, their place in literacy and agricultural education and training programs makes it possible to pick out certain features of the various countries' policies for the advancement of rural women. (Author/KSM)

ED097273 SO007840

ACTIVITIES OF THE SPECIALIZED AGENCIES TO PROMOTE THE ADVANCEMENT OF WOMEN. STUDY ON UNESCO ACTIVITIES OF SPECIAL INTEREST TO WOMEN.

United Nations Economic and Social Council, New York, N.Y.

Pub Date 9 Oct 73 Note-58p.

Available from-UNESCO, 7, Place de Fontenoy, 75700 Paris, France

EDRS Price MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-*Adult Education/Educational Research/*Equal Education/Equal Opportunities (Jobs)/Followships/Females/Feminism/International Education/International Programs/Literacy/Professional Training/*Rural Education/Sociocultural Patterns/Teacher Education/*Technical Education/Vocational Education/*Womens Education/Working Women

Identifiers-Commission on the Status of Women/Human Rights

There are two emphases of the UNESCO program to promote the advancement of women within the reporting period 1972-1973. They are (1) to involve member states closely in UNESCO activities and (2) to focus on the equality of educational opportunity. Activities include: (1) a report on a five country research program concerning the relationship between educational training opportunities and employment for women; (2) various experimental projects; (3) followships for the training of women; (4) activities carried out in the areas of human rights, literacy, adult education, teacher training, rural development, technical and vocational training, science/nutrition/family education, population education, mass media, information, UNRWA/UNESCO, UNICEF/UNESCO, and funds-in-trust; (5) collaborations with nongovernmental organizations listed in an annex; and (6) four conferences dealing with the interests of women. Future trends for the program include continuing involvement of member nations, integration of program concerns throughout the whole United Nations system, and defining a program approach within the UNESCO secretariat. A bibliography of UNESCO publications on women, 1972-73, and a statement of the UNICEF Assistance to Equal Educational Opportunities for Girls and Women are included in the annexes. (JH)

ED097237 SO007794

WOMEN AND THE STATUS ATTAINMENT PROCESS: A WORKING PAPER.

Falk, William W.; Cosby, Arthur G.

Spons Agency-Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date 74 Note-24p.; A paper presented at the annual meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Behavioral Science Research/Career Choice/Employment Patterns/*Females/Goal Orientation/Life Style/Occupational Aspiration/*Occupational Choice/Sex Discrimination/Sex Stereotypes/Socioeconomic Status/*Sociology/*Status/Status Need/Vocational Development/*Working Women

Sociologists have long been interested in the area of status attainment but have begun only recently to specifically focus upon the status attainment of women. New approaches are needed for further research. A review of major occupational choice theories shows that they are constructed for primarily male populations and thus are inadequate in their handling of factors which may influence the occupational choices of women. There are more developmental stages for women, with a relatively greater complexity of factors operating within any given stage. Some of the more critical contingencies which affect the occupational choice and status attainment of women are marital plans, fertility plans, residential plans, mother's and father's education and occupation, family finances, presence of discriminatory laws or hiring guidelines, internal motivation, husband's occupational expectation, desire for a working career as opposed to being a housewife, perception of the kinds of jobs that are appropriate for women, the influence of parents and peers, and presence of male siblings. (Author/DE)

ED096044 RC008072

THE NEEDS OF THE SPANISH SPEAKING MUJER. WOMAN. IN WOMAN-MANPOWER TRAINING PROGRAMS.

Nieto-Gomez, Anna

Pub Date 74 Note-10p.; For related documents, see RC 008 067-071

Available from-Not available separately, see RC 008 067

Document Not Available from EDRS.

Descriptors-Ancillary Services/Curriculum Development/Data Collection/Educational Strategies/*Employment Programs/Equal Opportunities (Jobs)/Income/*Job Training/*Manpower Development/Racial Discrimination/Sex Discrimination/*Spanish Speaking/Statistical Data/Vocational Counseling/*Working Women

Although the Spanish Speaking woman is usually considered to be outside the labor market, 36 percent of the 52 percent Spanish Speaking women were in the labor force in March 1972. These women suffer economic-sexist discrimination due to ascription of work according to sex and race by a racial-sexual hierarchy existing within the traditional feminine occupations. When defining women's employment needs in manpower programs, it is vital that the needs be assessed according to the different ethnic group as well as their similarities. Federal programs for minorities are usually directed at Anglo and Black women or the Spanish Speaking people in general, but they do not usually apply to the Spanish Speaking woman. This paper gives recommendations in the areas of research, curriculum development, supportive services, staff development, and strategies for affirmative action related to woman-manpower programs and the economic needs of the Spanish Speaking

women. Among these are: (1) research should include information defining these women's role in the total labor market process at the city, county, State, and Federal levels; (2) curriculum development for woman-manpower training programs should be directed at their job-related needs; (3) bilingual-bicultural supportive services should be provided to allow them to take advantage of employment opportunities. (NQ)

ED095449 CG008084

SEX-ROLE IDEOLOGIES AND CAREER SALIENCE OF COLLEGE WOMEN. A PRELIMINARY REPORT.

Erickson, Linda G.; Nordin, Margaret L.

Kansas State Univ., Manhattan. Center for Student Development.

Pub Date Mar 74 Note-29p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-Career Choice/College Students/*Females/Mothers/*Occupational Choice/Research Projects/Role Conflict/*Role Perception/*Sex Role/*Socialization/Vocational Development

This project investigated attitudes of entering freshmen college women in an attempt to learn whether traditional sex-role ideologies were still predominant, and what the career and educational aspiration levels of these young women were. The variables most concerning the authors were career salience, educational and career aspirations, opinions on the women's movement, and expressions of success or achievement orientation. Seven hypotheses were formulated as well as a questionnaire designed to test these hypotheses. General findings from the study showed that 43 percent of the women gave career salient responses and that the greater proportion of these women were from urban backgrounds. Four-fifths of the career salient women said that their mothers were satisfied with the role of homemaker, and two-thirds of the mothers of these women who were employed had positive feelings about their employment. Detailed analysis of the results is not presented in this paper but will be forthcoming in another document. (Author/PC)

ED095437 CG008996

WHAT CAN I BE WHEN I GROW UP?

Vetter, Louise

Pub Date Apr 74 Note-11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Oreleans, Louisiana, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Career Choice/*Career Education/Interest Tests/*Occupational Choice/*Sex Differences/*Sex Stereotypes/Social Attitudes/Speeches/*Vocational Interests

Among the purposes of using interest inventories in career guidance are to broaden, stimulate, and provide a focus to career exploration, and to stimulate exploration of self in relation to career. This paper explores the research literature for evidence of the number and kinds of career options which boys and girls are considereing and which careers they consider appropriate for their own sex and/or for anyone. The discussion emphasizes the role of socialization, which helps determine what is "appropriate" and thus may limit what the student will consider. In addition, consideration is given to areas where further research is needed in order to clarify if, how, and in conjunction with what other techniques, interest inventories will lead students to consider a wider array of career options. (Author)

ED095370 CE001934

IMPACT OF INTEREST INVENTORIES ON CAREER CHOICE.

Cole, Nancy S.; Hanson, Gary R.
Aries Corp., Minneapolis, Minn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Contract-OEC-0-72-5240
Pub Date 74 Note-37p.; For related documents see CE 001 926-933 and CE 001 935, Draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors-Career Choice/Equal Opportunities (Jobs)/ Females/Interest Research/Interest Scales/*Interest Tests/*Job Satisfaction/Occupational Choice/Occupational Guidance/Predictive Validity/Self Concept/*Sex Differences/Sex Discrimination/Test Bias/Test Validity/*Vocational Counseling/*Vocational Interests

Men and women are not now similar in all their likes and dislikes, but it is an unanswered question as to which of those dissimilarities are directly related to job satisfaction or dissatisfaction. Basically, the sex difference problem raises an issue which is emphasized throughout the paper: that the goal of interest measurement is to predict job satisfaction because the methodology and validation of interest measurement are only indirectly related to that goal. New problems for interest measurement—the question of applicability to women of approaches based on men, and the questions raised by the current dramatic break in the socialization process of women—are examined in terms of the two types of interest measurement surveyed, one of which relies on stable socialization and is heavily tied to the past; the other does not take into account the experiential effect on interests. The contemporary view of career guidance emphasizes continuing exploration of career and self, and appropriate use of interest inventories with women may lead to focused exploration in totally new areas. Interest inventories should no longer be merely reported, they should change behavior. (Author/AJ)

ED095369 CE001933

THE USE OF INTEREST INVENTORIES WITH THE RE-ENTERING WOMAN.

Verheyden-Hilliard, Mary Ellen
Aries Corp., Minneapolis, Minn.

Spons Agency National Inst. of Education (DHEW), Washington, D.C.
Contract OEC 0 72 5240
Pub Date 74 Note-47p.; For related documents see CE 001 926-932 and CE 001 934-935, draft
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE
Descriptors-Career Choice/Counseling/Counselors/Equal Opportunities (Jobs)/Females/Interest Research/Interest Scales/*Interest Tests/Literature Reviews/*Middle Aged/Occupational Choice/ Occupational Guidance/Older Adults/Sex Differences/*Sex Discrimination/Sex Stereotypes/Test Bias/*Vocational Counseling/*Vocational Interests/Working Women
Identifiers-Reentry Workers

The study, a literature review, examines the critical factors affecting re-entry women's access to jobs and their chances of obtaining and retaining work at a level appropriate to their capacities. An examination of the re-entry woman deals with socialization and self-concept, changing attitudes, and new expectations. Bias against women among the professionals to whom they turn for aid is documented, and the potential danger of placing a sex-fair interest inventory in the hands of a

sex-biased counselor is pointed out. New concepts concerning the re-entry woman as student, in the work force, as family member, and as achiever are cited and recommended to counselors interpreting interest inventories. The discrimination against women desiring training for a second career is discussed. The paper examines selected material from various inventories as examples that are seen to affect the usefulness of an interest inventory in relation to the reentering woman. Language, items, instructions, and interpretive materials are discussed, and recommendations are made for each area, as well as for counselor education and for research. (AJ)

ED095368 CE001932

FACE VALIDITY OF INTEREST MEASURES: SEX ROLE STEREOTYPING.

Tanney, Mary Faith

Aries Corp., Minneapolis, Minn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Contract-OEC-0-72-5240

Pub Date 74 Note-25p.; For related documents see CE 001 926-931 and CE 001 933-935, Draft

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-Career Choice/Career Planning/Equal Opportunities (Jobs)/*Interest Research/Interest Scales/*Interest Tests/Occupational Choice/Sex Differences/*Sex Discrimination/*Sex Stereotypes/Test Bias/Test Validity/*Vocational Interests

Identifiers-Sex

In this paper an attempt was made to search the literature for studies which would indicate whether or not sex-role stereotyping (via language) has been examined for its impact on people who take interest measures. A careful scrutiny revealed no empirical data to evaluate the hypothesis that the linguistic structure of items does or does not influence results on career interest inventories. Conclusions drawn from other fields (applied sociolinguistics, social psychology, clinical psychology) strongly support the need for the linguistic aspect of inventories to be examined via a series of studies. The American Psychological Association and National Vocational Guidance Association guidelines for the construction of tests and for career information materials also support the need for such a series of studies in the interest of insuring unbiased tests. (Author)

ED095367 CE001931

REDUCING SEX BIAS--FACTORS AFFECTING THE CLIENT'S VIEW OF THE USE OF CAREER INTEREST INVENTORIES.

Birk, Janice M.

Aries Corp., Minneapolis, Minn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Contract-OEC-0-72-5240

Pub Date Mar 74 Note-49p.; For related documents see CE 001 926-930 and CE 001 932-935, Draft

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-Career Choice/Career Planning/Counseling/Counselors/Equal Opportunities (Jobs)/Interest Research/Interest Scales/*Interest Tests/Occupational Choice/Occupational Guidance/Sex

Differences/*Sex Discrimination/*Sex Stereotypes/Test Bias/*Vocational Counseling/*Vocational Interests

Identifiers-Sex

Research related to the issues of sexual bias in the use of interest inventories is reviewed, particularly from the client's view of the career exploration process. Since counselors refer to manuals and interpretive materials to obtain norming information and guidelines for score interpretation, these sources are examined and found to contain both explicit suggestions and subtle implications which, if followed by the counselor, could have deleterious effects on their women clientele. Recommended changes for manuals and interpretive materials are aimed at maximizing the counselor's effective use of interest inventories on the client's behalf. It is a complex issue, since other factors interact with interest inventory results; corrective interventions suggested include: (1) alter prevocational experiences to maximize the range of interests and aspirations; (2) examine the development of interests, particularly women's vocational goals; (3) provide counselors with an awareness of sex roles and strategies to counter stereotypes, through workshops; and (4) revise interest measures. High priority is given to the immediate revision of inventory manuals. (Author/AJ)

ED095366 CE001930

LEGAL ISSUES: STATUS REPORT.

Fitzgerald, Laurine E.; Fisher, B. Jeanne

Aries Corp., Minneapolis, Minn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Contract-OEC-0-72-5240

Pub Date Feb 74 Note-21p.; For related documents see CE 001 926-929 and CE 001 931-935, Draft

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Career Choice/*Civil Rights Legislation/*Equal Opportunities (Jobs)/ Interest Scales/*Interest Tests/Laws/Legal Problems/Legal Responsibility/Legislation/Occupational Aspiration/Occupational Choice/*Sex Discrimination/Test Bias/Vocational Interests

Identifiers-*Legal Issues

The paper provides information concerning legal issues relating to sex bias which may be inherent in the present popular usage of standardized interest measurement instruments, focusing on current laws and guidelines, and the possible implications of judicial decisions which relate to sex bias and interest testing in education and employment settings. No test case has included or noted interest measurement instruments; employing the method of "doctrine of anology," however, inferences regarding the legal issues have been drawn. To the extent that interest inventories support stereotypic sex and occupational linkages or restrictions, the tests are biased; should a sex-biased instrument discourage an applicant from educational or employment opportunity, or be used in a negative decision in the case of the applicant because of differentiating scales or inappropriate sex-based normative data, then it would appear that the spirit of the law was denied. Two remedies seem clearly indicated: (1) revision, with greater specificity regarding the use of interest tests and the applicant's stake in the decision-making process, of extant guidelines supporting law, and greater specificity within guidelines to be developed to support Title IX of the Education Amendments; (2) the development of future laws should definitively state the dimensions of concern. (Author/AJ)

ED095364 CE001928

THE CONSIDERATION OF RACE IN EFFORTS TO END SEX BIAS.

Gump, Janice Porter; Rivers, L. Wendell

Aries Corp., Minneapolis, Minn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Contract-OEC-0-72-5240

Pub Date 73 Note-50p.; For related documents see CE 001 926 and 927 and CE 001 929 through 935, Draft

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors-Equal Opportunities (Jobs)/Interest Research/*Interest Scales/*Interest Tests/*Occupational Aspiration/Occupational Choice/Occupational Surveys/Personal Interests/*Racial Discrimination/Racial Distribution/Racial Factors/Sex Differences/*Sex Discrimination/Sex Stereotypes/Test Bias/Vocational Interests

Identifiers-Sex

The paper examines the need for sex fairness efforts for minority women (particularly black women), and relates those needs to the measurement of vocational interests. Much data is presented portraying the black woman as more likely to enter the labor force, more interested in doing so, more likely to work full time and continuously, and more necessary to the financial welfare of her family than her white counterpart. It is equally true that black women choose occupations traditional for women, are motivated perhaps more by a sense of responsibility than by achievement need, are much more traditional in their sex-role attitudes; thus, concern for the occupational options of white women can be no less directed towards them than towards any other women. An examination is presented of some of the technical aspects of the problem of preparing assessment instruments for minority group examinees in order to emphasize the need for further work in this area. The basic contention is that there may be a discontinuity or mis-match between the interest structures developed from the background of minority females and those possessed by the criterion groups used to validate an interest scale. (Author/AJ)

ED095363 CE001927

SEX BIAS AND COMPUTER-BASED GUIDANCE SYSTEMS.

Harris, Jo Ann

Aries Corp., Minneapolis, Minn.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Contract-OEC-0-72-5240

Pub Date 73 Note-55p.; For related documents see CE 001 926 and Ce 001 928 through 935; Draft

EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE

Descriptors-Career Choice/*Career Planning/Computer Oriented Programs/*Computer Programs/Equal Opportunities (Jobs)/Occupational Choice/Occupational Guidance/Occupational Information/Sex Differences/*Sex Discrimination/*Sex Stereotypes/*Vocational Counseling

Identifiers-*Computer Assisted Guidance/Sex

All materials which could be acquired from the five leading computer-based guidance systems were read and evaluated for sex bias or fairness. Such analysis was done within the framework of six categories: interactive dialogue, data files, the computer program, on and off-line interest inventories, audiovisual support materials, and printed support materials. Relatively little was found

which indicates serious sex bias. The descriptive content of the data files seems to have high potential for problems. The degree of sex bias or fairness which interest inventories have will have serious implications for the scope of a student's vocational exploration in systems which make use of such instruments to suggest or guide exploration. Supporting visual materials or community visitation programs can also be a source of subtle sex bias. (Author)

ED095280 CE001828

EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN: A REVIEW OF THE LITERATURE.

Walker, Yvonne; et al

Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Falls Church, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract-OEC-0-73-0815

Pub Date 74 Note-112p.; For related documents, see CE 001 826 and 827

EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE

Descriptors-Adult Education/Employment Opportunities/Employment Statistics/*Equal Opportunities (Jobs)/Job Development/Labor Legislation/Labor Problems/*Literature Reviews/Manpower Development/Manpower Needs/*Sex Discrimination/Subemployment/Training/Vocational Education/*Womens Education/*Working Women

The literature review represents an initial segment of a study providing a comprehensive analysis of available data to determine the impact of institutional training on women. The literature review concerned secondary data sources such as national labor force statistics and government data relating to women as enrollees in manpower programs. Pertinent findings reflecting the analysis of previous studies in terms of women include: (1) emphasis appeared to be placed on training for women in high demand occupations, i.e., those with high turnover rates, (2) female trainees were seriously hampered by the lack of counseling, supportive services and flexible training schedules, (3) male trainees had more job alternatives available to them and were therefore less dependent on the training program. Three major sections of the document deal with: (1) labor force status, programs, and problems of women, (2) analysis of Manpower Development Training Act (MDTA) and other evaluation studies, and (3) interviews with Federal officials. Appendixes offer a questionnaire for Federal interviews, recommendations to address MDTA internal and external problem areas, and an eight-page bibliography. (MW)

ED095279 CE001826

EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN: REANALYSIS OF THE MDTA OUTCOMES STUDY.

Walker, Yvonne Kimmons; et al

Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Falls Church, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract-OEC-0-73-0815
Pub Date 74 Note-123p.; For related documents, see CE 001 826 and 828
EDRS Price MF-$0.75 HC-$5.40 PLUS POSTAGE
Descriptors-Adult Programs/Comparative Analysis/*Educational Assessment/Employment Patterns/*Employment Statistics/Equal Opportunities (Jobs)/Institutional Role/Job Development/Job Training/*Manpower Development/Program Evaluation/*Sex Discrimination/Tables (Data)/Trainees/Vocational Education/Vocational Training Centers/Womens Education/*Working Women

The document represents an integral part of a study undertaken as an evaluation of the impact of institutional training on women. The re-analysis of data for the Manpower Development Training Act (MDTA) Outcome Study, using measures such as job placement, length of training, post-training income, and the completion of training, indicates that in some ways the MDTA training has been at least as successful for women as men. These ways include: (1) females were more likely than males to use their acquired training in post-training employment (females-62 percent, males-39 percent), (2) females experienced highest incremental earnings across all training periods and occupational categories (females-$968, males-$692), (3) more female trainees (39 percent) than male trainees (32 percent) felt that MDTA training helped them get a job. In the following areas of the training program women did not fare as well: (1) a larger percentage of females (15 percent) than males (9 percent) were found to have reported no post-training earnings, and (2) females showed a lower correlation than males between months in training and large salary increases. (MW)

ED095278 CE001826
EVALUATION OF THE AVAILABILITY AND EFFECTIVENESS OF MDTA INSTITUTIONAL TRAINING AND EMPLOYMENT SERVICES FOR WOMEN: FINAL REPORT.
Walker, Yvonne Kimmons; et al
Battle (Mark) Associates, Inc.; Exotech Systems, Inc., Falls Church, Va.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Contract-OEC-0-73-0815
Pub Date 74 Note-79p.; For related documents, see CE 001 827 and CE 001 828
EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE
Descriptors-Adult Education/Adult Programs/Data Analysis/Educational Assessment/Employment Opportunities/Employment Patterns/Employment Statistics/*Equal Opportunities (Jobs)/Institutional Role/Job Training/*Manpower Development/Occupational Guidance/*Sex Discrimination/Subemployment/*Trainees/Vocational Training Centers/*Womens Education/Working Women

The document represents the concluding phase of a two-part study analyzing data to determine the impact of institutional training on women. It is an exploratory data collection effort to assess factors which appear to affect the performance of women during institutional training in 12 sites. Skills center staff and employment service personnel were interviewed. Questionnaires were administered to a sample of students attending classes at the time of the field review, and data were also collected from records of a sample of previous enrollees, to provide information on enrollee characteristics, completion and placement rates. Data collected point up major findings concerning women in manpower programs. (1) Female trainees are generally being trained in the same occupation as that of their last full-time job. (2) There is little enrollment of trainees in courses traditionally reserved for the opposite sex. (3) Manpower training for women is directed primarily toward upgrading previously acquired skills and affords few opportunities for training in alternative

occupations. (4) There is evidence of stereotyping in training placement of female enrollees—by both personnel and trainees themselves. Other relative findings show lower average wages and narrower ranges of training choices for women. A four-page summary of the complete MDTA project has been included. (MW)

ED094117 CE001611

ENFORCEMENT OF CIVIL RIGHTS STATUTES IN AREA VOCATIONAL-TECHNICAL SCHOOLS.

Holmes, Peter E.

Pub Date 1 May 74 Note-15p.; Paper presented at the Annual Meeting of State Directors of Vocational Education (Washington, D.C., May 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-*Area Vocational Schools/*Civil Rights/Civil Rights Legislation/Equal Education/*Minority Groups/*Sex Discrimination/Vocational Education/*Vocational Schools

Much has happened both in Vocational Education and in civil rights since the early days. One important development has been the rapid growth of the area vocational-technical school, a growth made possible in part by the Federal money assigned by the Vocational Education Act of 1963 and the amendments of 1968. All kinds of vocational schools have one thing in common: they receive Federal funds, and their eligibility to continue receiving Federal assistance depends on their compliance with Federal civil rights law. The Office of Civil Rights (OCR) will examine the compliance status of some 1,500 area vocational schools, in all States. This figure of 1,500 represents those schools with Federal financial assistance for which OCR has not yet been able to make a determination of compliance with civil rights law. Preliminary findings showed that compliance problems based on the race of students appeared to be relatively small, less that 10 percent. Two other findings of the survey that will have impact on each State vocational system were the chronic lack of minority instructors and discrimination on the basis of sex. (BP)

ED093044 EA006229

SEX BIAS IN SECONDARY SCHOOLS: THE IMPACT OF TITLE IX.

Fishel, Andrew; Pottker, Janice

Pub Date 74 Note-24p.; Part of an anthology, "Sex Bias in the Schools: The Research Evidence" to be published August 1975

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-*Admission (School)/Athletics/*Educational Legislation/Elementary Education/*Federal Legislation/Secondary Education/Sex Differences/*Sex Discrimination/*Vocational Education

Identifiers-*Elementary Secondary Education Act Title IX/ESEA Title IX

Title IX of the Education Amendments of 1972 is the first comprehensive anti-sex discrimination law that covers students. Although most of the attention given to the law since its passage has focused on its impact on colleges, Title IX will have the greatest impact on the elementary and secondary levels of education. All school districts in the country receiving federal funds will be required to abide by these regulations in order to continue receiving funds. This legislation does not prohibit different entrance requirements for boys and girls to schools for the academically or

artistically talented, nor does it prohibit single-sex schools, except for vocational schools. However, all other aspects of public school policy will, in one way or another, be affected by Title IX. Although the implementing regulations of Title IX have not been finalized, from the proposed regulations released in June 1974, it is possible to determine the type of school policies that will require changes. This report describes some of those policies. (Author/JF)

ED092919 CS001199

WHY JANE CAN'T WIN (SEX STEREOTYPING AND CAREER ROLE ASSIGNMENTS IN READING MATERIALS).

Britton, Gwyneth E.

Pub Date Mar 74 Note-39p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-Career Choice/*Content Analysis/Elementary Education/*Reading Materials/Reading Research/Secondary Education/*Sex Discrimination/*Sex Stereotypes/Student Attitudes/*Textbook Evaluation/Textbook Research

This investigation analyzes 16 current reading series in order to: (1) determine if sex stereotyping exists in reading materials for grades 1-10, (2) determine if a majority of the stories show one sex in a dominant role, (3) explore types of career roles shown for females and males, and (4) determine the number of different career roles depicted for females and males. A team of university students under the direction of a major professor addressed themselves to these questions by tabulating and analyzing 4,144 stories found in 16 reading series. The results indicate that 58 percent of the stories show males as major characters and 14 percent show females as major characters. The category of "other," which included stories that could not be assigned to either male or female designations, totaled 28 percent of the stories. The total number of different career roles depicted was 629. Males were assigned to 511 or 81 percent of these, with females assigned to 118 or 19 percent of the career roles shown. (Author)

ED092798 CE001553

COUNSELING WOMEN FOR CAREERS IN BUSINESS.

Wells, Jean A.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Aug 73 Note-7p.; Reprinted from "The Personnel Woman," Jul/Aug 1973

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Adult Education/*Business Education/Business Responsibility/*Cooperative Education/Employment Opportunities/*Equal Opportunities (Jobs)/Job Development/Labor Market/Sex Discrimination/*Vocational Counseling/Womens Studies/*Working Women

Identifiers-*Affirmative Action Programs

Women's relatively poor representation in the top and middle levels of business necessitates renewed attention and action. Labor market demands are changing, and two major forces prevail: more women are looking for new fields of employment, and more businesses are seeking "qualified and promotable" women. Cooperative education programs are needed to channel women's interests into these new areas. Attention should also be paid to women already on the payrolls of business

firms and "mature women returnees" to the work force through the development of continuing education programs. Women's organizations must also serve an important supportive role to help more women prepare for and share in the expanding opportunities of business and industry. (MW)

ED092736 CE001466

REMARKS AT THE ANNUAL MEETING OF THE NATIONAL SCHOOLS COMMITTEE FOR ECONOMIC EDUCATION, INC.

Saunders, Charles B., Jr.

Pub Date 23 Feb 74 Note-9p.; Remarks presented at Annual Meeting for Economic Education, Inc. (Absecon, N.J., February 23, 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Career Choice/*Career Education/Career Ladders/Dropouts/Educational Change/*Educational Equality/*Educational Improvement/Educational Legislation/Educational Objectives/*Educational Trends/Job Satisfaction/Physical Education/*Sex Discrimination/Speeches/Vocational Schools/Working Women

Identifiers-*Education Amendments 1972 Title IX

The following remarks were made by the U.S. Acting Assistant Secretary for Education: America has made progress in education and social justice but many problems (high school dropouts, jobs not commensurate with employee skills and abilities, and unsatisfying work) are far from solved. Current programs and Federal career education initiative have the potential to alleviate many of these problems. Three broad goals identified for career education activities are the improvement of: the qualify of career choice, the individual's opportunity for career entry, and the individual's opportunity for career advancement. Title NINE of the Education Amendments of 1972, pertaining to the elimination of sex discriminations will result in many changes and will open educational opportunities to women now. All courses of study and classes must be open to all students, vocational schools will become coeducational, and the content of some courses will need adaptation to eliminate traditional sex biases. Moreover, significant changes will occur in physical education to provide money and facilities for equitable boys' and girls' athletic programs. Another major change required will involve the reexamination of the employment situation of women in our educational system (number of women in administration, lower salaries of women, and promotional practices). (EA)

ED092664 CE001364

CAREER DEVELOPMENT AND MOTIVATION FOR WOMEN.

Worthington, Robert M.

Pub Date 21 May 73 Note-12p.; Speech presented to Workshop on Women in Science and Technology (Massachusetts Institute of Technology, Cambridge, May 21, 1973)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-Career Choice/*Career Education/Career Planning/*Educational Innovation/Equal Education/*Females/Feminism/Futures (of Society)/Occupational Guidance/*Relevance (Education)/Self Actualization/*Sex Discrimination/Stereotypes/Vocational Counseling/Womens Education

Career education can contribute to new role definitions for women, although it is not explicitly designed for any particular segment of society but is directed at changing the whole educational system to benefit the entire population. There is an increasing separation between students and the

world of work; career education is a revolutionary approach based on the idea that all educational experiences should be geared to preparing each individual for a life of economic independence, by improving their base for occupational choice, facilitating their acquisition of occupational skills, enhancing their educational achievements, making education relevant to their aspirations, and by increasing the real choices they have open to them. It is a lifelong systematic way of acquainting students with the world of work, of which career guidance and counseling are essential components. The Federal government has recently taken some very positive actions affecting women. Teachers' organizations have called attention to the problem of women in education: the higher the grade level, the lower the percentages of women. Women faculty are paid less and not promoted as often. Career education can help women to achieve their vocational goals. (Author/AJ)

ED092416 SO007316

LET THEM ASPIRE! A PLEA AND PROPOSAL FOR EQUALITY OF OPPORTUNITY FOR MALES AND FEMALES IN THE ANN ARBOR PUBLIC SCHOOLS. FOURTH EDITION.

Federbush, Marcia

Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Mich.; KNOW, Inc., Pittsburgh, Pa.

Pub Date Nov 73 Note-92p.; Exhibits from copyrighted sources have been removed to conform with copyright laws

Available from-KNOW, Inc., Box 86031, Pittsburgh, Penn. 15221 ($2.50 plus $0.30 postage and handling)

EDRS Price MF-$0.75 HC-$4.20 PLUS POSTAGE

Descriptors-Coeducation/Discriminatory Attitudes (Social)/Educationally Disadvantaged/*Nondiscriminatory Education/Public Schools/School Administration/*School Policy/Self Concept/*Sex Discrimination/*Social Action/Social Discrimination/Student Needs/Textbook Bias/Vocational Education/Womens Athletics/*Womens Education

The report compiled by the Committee to Eliminate Sex Discrimination in the Public Schools, Ann Arbor, Michigan, for their Board of Education, points out the areas of school life in which females are not given the chance or the encouragement to aspire to competence. Four areas of particular disadvantage are stereotyping in books, athletic programs, industrial arts and home economics programs, and administrative policy, which entails hiring female principals and designing buildings with facilities for both sexes. Discussion of these concerns is illustrated by exhibits from textbooks, memos, statements of policy, letters, and bibliographies of alternative literature emphasizing women. A list of 43 specific problems within those four areas, summarizing the content of the report and giving suggestions for solutions, is keyed to the discussion and exhibits for easy reference. This edition of the report includes sections on problems that have been ameliorated but which are maintained with the hope of aiding other school systems and action groups. (JH)

ED091583 CE001365

CAREER DEVELOPMENT AND MOTIVATION AND EQUAL EMPLOYMENT OPPORTUNITY.

Worthington, Robert M.

Pub Date 4 May 73 Note-36p.; Speech presented at the Annual Southwest Management-Labor-Public Interest Conference (13th, Norman, Oklahoma, May 1973)

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-*Career Education/Educational Programs/Employment Opportunities/*Equal Opportunities (Jobs)/Labor Market/Minority Groups/Sex Discrimination/Speeches/*Vocational Development/Vocational Education

Labor market projections for the next six years have implications for education that can best be met by a career development program which runs from nursery school beyond high school, with a different emphasis at each level. A total program must be provided, recognizing individual differences and needs and put into practice by educators who are not afraid to make changes, to experiment, and to support programs extending beyond the schoolhouse walls. The continuing lack of equal employment opportunity for many segments of society points up the fact that career development, with its essential guidance component, must be an integral part of any human resources development or manpower training effort. The Office of Education is using many new training techniques and the National Task Force on Education and Training for Minority Business Enterprise is now working on its final report. Efforts are also being directed to the educational needs of American Indians and toward the removal of bias against women in textbooks, school programs, counseling, retraining, and employment. (SA)

ED091021 JC740150

THE COOLING OUT OF TWO-YEAR COLLEGE WOMEN.

Moore, Kathryn M.

Pub Date Apr 74 Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-*Career Planning/College Role/Equal Education/*Females/*Junior Colleges/Parent Attitudes/Post-Secondary Education/Role Perception/School Attitudes/*Sex Discrimination/Technical Reports/*Womens Education

Identifiers-*Cooling Out Function

Factors which function to cool women out of a straightforward, unblocked, and open pursuit of their career choices and life plans were sought in interviews with women in four two-year colleges. The factors were found to be: parents, counselors, uncontrollable circumstances, and the two-year institution. Although the women did not perceive the college as an obstacle or hindrance, it appears that two-year colleges are continuing to perpetuate sex stereotyped curricula, such as secretarial and child study, while impassively discouraging women from entering the male-dominated majors. (DB)

ED087968 CG008685

OCCUPATIONAL PRESTIGE AND ITS RELATIONSHIP TO TRADITIONAL AND NON-TRADITIONAL VIEWS OF WOMEN'S ROLES.

Medvene, Arnold; Collins, Anne

Maryland Univ., College Park. Counseling Center.

Pub Date 73 Note-16p.

Available from-Arnold Medvene, Counseling Center, University of Maryland, College Park, Maryland 20742

EDRS Price MF-$0.75 HC-$1.50

Descriptors-Cultural Factors/Females/Feminism/Occupational Choice/*Professional Recognition/Research Projects/*Role Perception/*Social Attitudes/*Status/Vocational Counseling/*Working Women

The social status of occupations has remained stable over the past four decades. However, much about the concept of occupational prestige has been learned by studies that implicitly assume a masculine context. Because of the extensive social and cultural changes associated with the women's equal rights movement, this study asked questions about how occupational prestige is related to differential views of women's roles of four different groups of women. There is strong agreement among divergent groups on the prestige accorded to different occupations are appropriate for women, with the most conservative group of women sampled holding far more liberal views than many vocational counselors on appropriate occupational roles for women. (Author)

ED086880 CE000917

WOMEN IN APPRENTICESHIP--WHY NOT? FINAL REPORT.

Mapp, Patricia

Wisconsin State Dept. of Industry, Labor and Human Relations, Madison.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-92-53-70-17-01

Pub Date Aug 73 Note-268p.

Available from-National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-$0.65 HC-$9.87

Descriptors-*Apprenticeships/Attendant Training/Child Care Occupations/*Employer Attitudes/*Equal Opportunities (Jobs)/Feminism/Government Role/Health Occupations Education/Nondiscriminatory Education/*Sex Discrimination/Skilled Workers/Surveys/Trade and Industrial Education/Vocational Counseling/Vocational Interests/*Working Women

The project goals were to isolate, analyze and minimize barriers to the participation of women in the skilled trades. Brochures and a film aimed at dispelling myths were produced. Employer surveys confirmed that prejudice and ignorance of laws had to be confronted with facts. Surveys of women apprentices and their employers showed a low drop-out rate and high degree of employer satisfaction. Changes were indicated in State Employment and Apprenticeship agencies to eliminate sex-stereotyping and new apprenticeship programs were begun in day care and health occupations. Recommendations: (1) sponsorship of apprenticeship "out-reach" function for women; (2) active enforcement of equal opportunity laws; (3) reassessment of so-called "women's jobs" codes in *Dictionary of Occupational Titles;* (4) schools opening technical pre-apprenticeship classes to girls; and, (5) unions/employers waiving collective bargaining agreements as they exclude women from apprenticeship application. Forty pages of appendixes include survey forms, questionnaires, and brochures. (Author/AJ)

ED084383 CE000536

WOMEN: PERSONAL AND ENVIRONMENTAL FACTORS IN ROLE IDENTIFICATION AND CAREER CHOICES.

Karman, Felice J.
California Univ., Los Angeles. Center for the Study of Evaluation.
Report No.-CSE-89
Pub Date Aug 73 Note-60p.; Based on Ed.D. Dissertation, University of California, Los Angeles
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Career Choice/Career Opportunities/*Females/Feminism/*Role Conflict/*Role Perception/Sex Differences/Sex Discrimination/*Stereotypes/Working Women

The study identifies characteristics of young women who, in their occupational choices, do not conform to the traditionally expected female role. Differences are examined in home and family background, personality characteristics, values and attitudes, educational achievement and aptitude, and educational experiences between those women who elect to pursue stereotypic feminine careers and those who plan to choose stereotypic masculine careers. The investigation utilizes questionnaires gathered in the College Student Survey by the Center for the Study of Evaluation in 1968-69. It consists of upperclassman women in 38 schools who are divided into two groups—the smaller (101 respondents) called "nontraditionalists" because of their intended careers and the larger group of 1,537—reduced by random selection to 321—called "traditionalists." Stepwise multiple regression analysis identified predictor variables descriptive of nontraditionalists. However, only approximately 29 percent of the variance was accounted for. Implications of these indicators in terms of role conflict and role congruence are discussed with emphasis on their import to the counselor. It is concluded that sex status appears to be a salient factor in woman's career choice. (MS)

ED083508 CG008372
SEX DIFFERENCES IN THE RELATIONSHIP OF ATTITUDE-TOWARD-TECHNOLOGY TO CHOICE OF FIELD OF STUDY.
Goldman, Roy D.; et al
Pub Date 73 Note-21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-College Freshmen/*College Majors/Individual Differences/*Occupational Aspiration/*Occupational Choice/Occupational Guidance/*Sex Differences/Sex Discrimination/Social Attitudes/Vocational Development

This study investigates the questions of why male and female college students tend to choose different fields of study. Subjects were recruited by mail from the list of incoming Freshmen of the University of California at Riverside and sampled randomly to represent one fifth of the Freshman class. Since subjects were paid for their participation there was a high response rate to this form of solicitation for a total sample size of 256. The results show that males and females differ significantly in attitudes. The discriminant function coefficients indicated that mechanical curiosity has the greatest discriminating power, with males showing greater curiosity. The comparison among major field groups yielded a highly significant difference among groups, as well as a significant interaction between sex and major field. The study concludes that attitudes differ between males and females and among major fields. The results have an implication for the use of attitude inventories for the academic counseling of women. A conclusion is that the use of a common norm for the counseling of men and women might actually be detrimental to both groups. (Author/WSK)

ED083419 CE000412

A LEGAL ANALYSIS OF WORK AND TRAINING REQUIREMENT UNDER THE WORK INCENTIVE PROGRAM. FINAL REPORT ON PHASE I.

Associate Control, Research and Analysis, Inc., Washington, D.C.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-51-11-72-03-1

Pub Date 29 Jan 73 Note-133p.

Available from-National Technical Information Service, Springfield, Va. 22151 (PB-220 568, MF $1.45, HC $5.45)

Document Not Available from EDRS.

Descriptors-Counseling Effectiveness/Court Litigation/Day Care Services/*Equal Opportunities (Jobs)/*Federal Legislation/*Legal Responsibility/Manpower Utilization/Minority Groups/*Occupational Guidance/Sex Discrimination/Standards/Welfare Recipients/Working Women

Identifiers-Talmadge Amendments/*Work Incentive Program

The study has explored the extent and quality of certain effects of mandatory/voluntary distinction in the WIN program, and the potential effects of the Talmadge Amendments. Major findings relate to discrimination against females in WIN, tax credits involving welfare status, enrollees' legal rights, litigations concerning WIN, testing conducted improperly, college training considerations, different standards for AFDC eligibility, adequate child care arrangements for WIN mothers, job placements in a national market which discriminates against minorities and females, expectations of getting off welfare, and attitudes toward counselors. (Author)

ED075734 CG007958

PERSONALIZING OCCUPATIONAL FREEDOM FOR GIRLS AND WOMEN.

Matthews, Esther E.

Oregon Univ., Eugene.; Rutgers, The State Univ., New Brunswick, N.J.

Pub Date 21 Oct 70 Note-48p.; Proceedings of the Rutgers Guidance Conference (27th, October 21, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Bias/Changing Attitudes/Counselors/*Females/Feminism/Job Satisfaction/Negative Attitudes/Occupational Aspiration/*Occupational Choice/*Occupational Guidance/Occupational Information/Role Conflict/Sex Discrimination/Social Attitudes/Social Change/Status/*Vocational Counseling/*Vocational Development/Womens Education/Working Women

Identifiers-Rutgers Guidance Conference

This program was an effort to address some of the salient issues related to the occupational status of women in American society. The keynote address suggested ways in which the professional counselor could personalize occupational freedom for women. For instance, providing a community learning center would encourage the emergence of vocational evaluation in people at their own pace. The speaker employed tape excerpts to analyze the importance of self-concept and self-study to vocational development. She stresses the experiencing of process rather than of content as the key to vocational exploration. Included are the comments of a panel of reactors consisting of a female attorney, housewife, female engineering student, female personnel manager, and a male professor. The proceedings included remarks from the question and answer session following the reactors. (Author/LAA)

ED074400 CG007879

WOMEN: PERSONAL AND ENVIRONMENTAL FACTORS IN CAREER CHOICE.

Karman, Felice J.

Pub Date Feb 73 Note-20p.; Paper presented at the Annual Meeting American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Career Choice/Career Opportunities/Career Planning/College Students/Cultural Images/Doctoral Theses/Educational Responsibility/*Females/Feminism/Higher Education/*Occupational Aspiration/Occupational Guidance/Stereotypes/*Vocational Counseling/Vocational Interests/*Work Attidudes/Working Women

The study explores the psychological and sociological characteristics of two groups of women: those who choose careers in stereotypic masculine occupations versus those who elect careers in stereotypic feminine fields such as teaching, nursing, social work, counseling, homemaking, library, and secretarial work. The sample consisted of 1646 upperclass college women who had the time and opportunity to develop reasonably firm career goals but had not undergone many goal modifications due to various external circumstances, e.g., marriage or children. Of the total sample, just 109 expressed career aspirations in nontraditional fields. Results suggest that women perceive a narrow range of career possibilities because they are fearful of venturing into a man's world; in addition, higher education has done little to expand women's awareness or interests beyond the sex stereotyped career roles. The author references other studies which indicate that counselors in higher education are ineffective in dealing with women students who are considering male-dominated careers. References are included. (Author/SES)

ED073306 VT019090

MINORITIES AND CAREER EDUCATION.

Davenport, Lawrence; Petty, Reginald

Pub Date Jan 73 Note-123p.

Available from-ECCA Publications, 2425 North High Street, Columbus, Ohio 43202 ($2.80)

Document Not Available from EDRS.

Descriptors-*Career Education/Community Colleges/Counselors/Counselor Training/Disadvantaged Youth/*Educational Change/Educational Problems/Equal Opportunities (Jobs)/Feminism/*Minority Groups/*Models/Public Policy/Public Schools/Sex Discrimination/Teacher Education/Veterans

This publication explores needed changes in the career preparation and education for minorities and examines the implications of career education emphases for minorities in the U.S. Contents include: (1) "An Overview of Minorities and Career Education" by L. Davenport and R. Petty, (2) "Public Schools, Public Policy, and Public Problems: Some Observations and Suggestions" by R.R. Wheeler, (3) "Career Education: A Tool for the Minority Veteran" by R.L. McKee, K.B. Hoyt, and L. Davenport, (4) "Winners and Losers in the Good Life Contest: Implications of Career Education for Poor Youth" by D. Gottlieb and R. Petty, (5) "Career Education and the Community College" by M. Feldman and L. Davenport, (6) "Career Education for Women: The Feminist Movement in Career Education" by M. Steele, (7) "Counselors, Career Education, and Minorities" by R. Petty and L. Davenport, and (8) "Career Education, Professional Preparation, and Minority Groups" by R. Johnson. (SB)

ED072283 VT018771

WOMEN IN TECHNICAL EDUCATION.

Ellis, Mary L.

Pub Date 26 Mar 71 Note-10p.; Presentation at the National Technical Education Clinic (Oklahoma City, Okla., March 25, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Educational Opportunities/Employment Opportunities/*Equal Opportunities (Jobs)/Females/Sex Discrimination/Speeches/*Stereotypes/*Technical Education/*Working Women

Perhaps the most significant challenge of the 1970's will be the effect the women's rights movement will have on the nation's established institutions and the extent to which the nation responds to the call of women for equal opportunities. Social pressures and expectations have been, until recently, such that women simply have not opted for jobs traditionally viewed as solely the male domain. According to a 1970 Bureau of Census tabulation, out of more than 250 distinct occupations, half of all women workers were employed in only 21 of these occupations, and approximately 25 percent of all employed women were in five occupations (secretary, elementary school teacher, bookkeeper, waitress, and household worker), which are relatively low-paying and dead-end jobs. Yet, statistics on women workers reveal that more women are working and that the need for technical training and employment opportunities for women will expand in keeping with the changing nature of the labor force. Due to stereotyped attitudes, many women fail to take advantage of the technical education opportunities available to them. A major effort is needed to direct women into non-stereotyped educational and employment opportunities. (Author/SB)

ED067990 HE003412

PLANS FOR WIDENING WOMEN'S EDUCATIONAL OPPORTUNITIES.

Koontz, Elizabeth Duncan

Department of Labor, Washington, D.C. Women's Bureau.

Pub Date 13 Mar 72 Note-14p.; Paper presented at the Wingspread Conference on Women's Higher Education: Some Unanswered Questions, Racine, Wisconsin, March 13, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Career Education/Experimental Programs/*Feminism/*Higher Education/*Sex Discrimination/Special Degree Programs/*Womens Education

This paper focuses on nonlegal plans for promoting women's educational opportunities and for overcoming institutional and psychological constraints that are discriminatory. The areas covered in this discussion include: continuing education programs; the open university and external degrees; education for "nontraditional professions"; career education; emerging occupations; and attitudinal changes. The author believes that all levels and many aspects of education must be involved if changes are to be made in women's educational opportunities. (Author/CS)

ED067423 UD012830

WOMEN: THEIR EDUCATIONAL AND CAREER ROLES. AN ANNOTATED BIBLIOGRAPHY OF SELECTED ERIC REFERENCES. ERIC-IRCD URBAN DISADVANTAGED SERIES, NUMBER 31, AUGUST 1972.

Barabas, Jean

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Contract-OEC-0-9-420088-2327(519)
Pub Date Aug 72 Note-71 p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Academic Achievement/Adult Education/*Annotated Bibliographies/Bias/Career Choice/*Careers/Changing Attitudes/Counseling/Discriminatory Attitudes (Social)/Employment Patterns/*Females/*Feminism/Sex Discrimination/Social Attitudes/Social Structure/Vocational Development/*Womens Education/Work Attitudes/Working Women

This annotated bibliography has been prepared to deal with the issue of women as a group whose realistic and creative contributions have often been hindered by traditional employment patterns and social institutions. The listing encompasses document citations in "Research in Education" from November 1966 through December of 1971, and journal citations in "Current Index to Journals in Education" from January 1969 through December 1971. Much of the literature cited is research oriented, and is divided into seven sections: women in the society, counseling women, women in academia (as students), continuing education for women, career choice and development for women, and women in the world of work. Documents cited are concerned to a large degree with the woman who has completed at least her high school education. The literature does bear out the claims of discrimination which have been raised for so long, and, indeed, throughout the bibliography materials appear which talk to this issue. Other areas discussed in the literature cited are the attitudes and concerns of women in relation to society in general, the academic world, or the working world—career, job, or education in relation to marriage and family being the dominant theme; and programs and institutions for women such as special university programs, Women's Talent Corps, and the New York State Guidance Center for Women. (Compiler/RJ)

ED060821 HE002968
ON MEASURING THE VOCATIONAL INTERESTS OF WOMEN.
Cole, Nancy S.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Pub Date Mar 72 Note-16p.
Available from-Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Career Planning/Employment/*Employment Opportunities/Equal Opportunities (Jobs)/*Feminism/*Higher Education/Occupational Choice/*Womens Education

It is the purpose of this paper to consider the possibility of eliminating the pattern of women entering only traditionally women's vocations by examining the structure of women's interests in terms of inventory scales and occupational groups; to compare this structure with that found for men; and to suggest what inferences can be made from women's interests to the entire career spectrum. The results indicate that when women's interests are compared with those of other women, the resulting structure of interests is essentially the same as that found for men. In addition, when there are occupations that both men and women pursue, these occupations tend to fit in similar positions within the structure for both men and women. It is recommended that women be provided with this information so they may be aware of the more diverse career options open to them than commonly available. (Author/HS)

VT100948
74
Mattila, J. Peter
LABOR TURNOVER AND SEX DISCRIMINATION.
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
600
MF Available in VT-ERIC SET
Working-Paper-1974-01
*Labor Turnover/*Sex Discrimination/*Working Women/Comparative Analysis/Employment Patterns/Labor Force

It has been alleged that high female labor turnover imposes costs upon employers which induce them to discriminate against women in hiring and pay. This study examines male and female quit data and draws two primary conclusions. First, women are less likely than men to quit for job-related reasons. Although they do quit more often because of household responsibilities. It is not true that total female quit rates exceed male rates. Second, female quit rates are lower relative to male rates during periods of low unemployment, which suggests the importance of maintaining full employment to combat discrimination. (Author/MF)

VT020182
71
JOB PATTERNS OF MINORITIES AND WOMEN IN PRIVATE INDUSTRY: EQUAL EMPLOYMENT OPPORTUNITY REPORT, 1969. VOLUME 1: THE NATION, STATES, INDUSTRIES. VOLUME 2: METROPOLITAN AREAS.
Equal Employment Opportunity Commission, Washington, D.C.
100
EDRS Price MF-$0.65 HC-$55.93, ED 076 818.
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.EQ2:12/969/V.1,2, $11.00 SET)
5215-0018
*Employment Statistics/*Occupational Surveys/*Working Women/*Minority Groups/White Collar Occupations/Blue Collar Occupations/Industrial Personnel/National Surveys/State Surveys/Metropolitan Areas/Employment Patterns/Sex Discrimination/Racial Discrimination/*Equal Opportunities (Jobs)

The Equal Employment Opportunity Report for 1969 documents the results of job discrimination, based on more than 150,000 reports submitted by 44,000 employers covering more than 28 million workers. These reports provide statistics of employment by sex, race, and national origin in

nine standard occupational categories: officials and managers, professionals, technicians, sales workers, office and clerical, craftsmen, operatives, laborers, and service workers. Volume 1 includes tabulated data covering nationwide totals, statewide totals, and industries by state for each of the 60 industries or industrial groups. Volume 2 contains totals for standard metropolitan statistical areas and for selected industries in those areas. Lists of industries and areas and the employer report form are also provided. (MF)

VT020166
72
SELECTED PAPERS FROM NORTH AMERICAN CONFERENCE ON LABOR STATISTICS (HOUSTON, TEXAS, JUNE 8-12, 1970).
Bureau of Labor Statistics (DOL), Washington, D.C.
100
EDRS Price MF-$0.65 HC-$3.29, ED 076 804.
Publications/*Labor Economics/*Laborers/Statistical Data/Manpower Needs/Labor Market/*Working Women/*Sex Discrimination/*Youth Employment/Labor Force Nonparticipants/Manpower Utilization/Speeches/Conference Reports
Composing this document are 15 research-based speeches presented at the North American Conference on Labor Statistics by students and leading authorities in the field. Among the prevailing themes were: (1) labor statistics and their relationship to life styles, (2) women laborers, sex discrimination, and provisions for working mothers, (3) recent research conducted on social indicators and their relationship to the labor market, (4) blacks in the building trades, (5) inflation: its effects and implications to labor, (6) wages and productivity in the United States and Canada, and (7) the status of the labor market as it relates to the teen-ager as a potential member of the labor force. (SN)

VT019637
FEB70
Hiestand, Dale L.
DISCRIMINATION IN EMPLOYMENT: AN APPRAISAL OF THE RESEARCH. POLICY PAPERS IN HUMAN RESOURCES AND INDUSTRIAL RELATIONS 16.
Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; National Manpower Policy Task Force, Washington, D.C.
100
Document Not Available from EDRS.
Publications Office, Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Michigan 48106
*Racial Discrimination/*Sex Discrimination/*Discriminatory Attitudes (Social)/*Employment Practices/*Equal Opportunities (Jobs)/Employment Patterns/Underemployed/Subemployment/Labor Market/Research Needs/Evaluation/Human Resources/Manpower Utilization
This paper appraises some completed and current research into discrimination in employment and indicates directions and questions for future research. Most research views discrimination as an economic waste and a social and moral evil, and so should be appraised in the light of the impact that it may have on eliminating or reducing discrimination. Included in the paper are discussions of

the nature and types of discrimination, differential patterns in employment, equal opportunity through law, and priorities in research. Highest research priority should be given to analyzing the implications for minorities of the labor market structure and operations. Equally important should be an analysis of efforts to transcend market and economic processes by direct pressure, demonstrations, boycotts, and the like. A third area of highest priority in research into employment discrimination is the effect of the emerging minority middle class. (MF)

VT019501
JAN73
Crowley, Joan E., et al
FACTS AND FICTION ABOUT THE AMERICAN WORKING WOMEN.
Michigan Univ., Ann Arbor. Inst. for Social Research.
100
EDRS Price MF-$0.65 HC-$3.29, ED 074 235.
*Stereotypes/Cultural Images/*Working Women/Tables (Data)/*National Surveys/*Work Attitudes/Socialization/*Sex Differences/Sex Discrimination/Individual Development/Employment Statistics

A national survey of personal interviews with 539 working women and 993 working men, was intended to test the reliability of the following stereotypes about American women who work: (1) American women work just for pin money, (2) women work only for economic reasons, (3) women are more concerned with the social aspects of their jobs, (4) women prefer not to take initiative on their jobs, (5) women are more concerned with "extrinsic" job characteristics, (6) women are less concerned with challenging work, and (7) women are less concerned with advancement on their jobs. A review of previous occupational research revealed that sex differences affecting jobs are small in magnitude, with the only consistent difference being that women are more concerned with the social aspects of their jobs. The survey results indicated that about 40 percent of working women were not economically dependent on a male wage earner, that differences in early socialization of boys and girls explain many of the seeming sex differences in work attitudes, and that women show less desire for initiative on the job. Various tables present the data, which rank the importance of job characteristics to working men and women. A related finding was that the average underpayment to women was $3,458 annually as compared with equally qualified male workers. (AG)

VT018753
JAN72
WOMEN IN 1971.
Citizens' Advisory Council on the Status of Women, Washington, D.C.
100
EDRS Price MF-$0.65 HC-$3.29, ED 072 269
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.IN8/21:2W64/971; $.40)
*Working Women/*Child Care/*Equal Opportunities (Jobs)/*Sex Discrimination/*Education/Females/Equal Protection/Working Parents/Employment Opportunities/Federal Government/

Supreme Court Litigation/Supreme Courts/Day Care Services/Fringe Benefits/Public School Systems

This publication summarizes the activities during 1971 of the Citizens' Advisory Council on the Status of Women in achieving its goal to suggest, arouse public awareness and understanding, and stimulate action with private and public institutions, organization, and individuals working toward improving conditions of special concern to women. Areas of concern were: (1) appointments of women to policy posts, (2) the Equal Rights Amendment, (3) supreme court decisions, (4) education, (5) equal employment opportunity, (6) child care, (7) maternity benefits for employed women, and (8) National Women's Political Caucus. Some recommendations by the council were: (1) state commissions on the status of women should review local public school systems to determine the degree of sex discrimination, (2) the Federal government should use its influence to secure a higher priority for after-school care, making full use of existing public school facilities, (3) a woman should be appointed to the supreme court, and (4) the Equal Employment Opportunity Commission should expedite preparation of a model affirmative action program now underway. (SB)

VT017854

72 76p.;

PROCEEDINGS OF A CONFERENCE OF THE NEW YORK STATE PSYCHOLOGICAL ASSOCIATION, DIVISION OF PERSONNEL PSYCHOLOGY (NEW YORK, NOVEMBER 1970)

Katzell, Mildred E.; Byham, William C., Ed.

Women in the Work Force. Confrontation with Change Series.

Document Not Available from EDRS.

Behavioral Publications, Inc., 2852 Broadway-Morningside Heights, New York, N.Y. 10025

*Conference Reports/*Employment Opportunities/Employment Trends/Feminism/Labor Force/*Manpower Utilization/Psychological Characteristics/Sex Differences/*Social Change/*Working Women

An outgrowth of a conference, this book defines issues, identifies problems, and suggests courses of action that will lead to the full utilization of women in the work force. Chapters are: (1) "The Current Status of the Employment of Women" by C. East; (2) "Women's Liberation Means Putting Sex in its Place" by W. S. Heide; (3) "Employment Implications of Psychological Characteristics of Men and Women" by E. Matthews; (4) "What is Labor Doing About Women in the Work Force" by D. Haener; (5) "What Management is Doing About Women in the Work Force" by E. N. Bomsey; (6) "What Government is Doing About Women in the Work Force" by J. Wilks; and (7) "Where Do We Go From Here?" by T. Costello. (SB)

VT017750

71 139p.

EQUAL OPPORTUNITY IN EMPLOYMENT.

Civil Service Commission, Washington, D.C. Library.

EDRS Price MF-$0.65 HC-$6.58, ED 069 916.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 0600-0614, $1.25)

*Annotated Bibliographies/*Disadvantaged Groups/Employment Opportunities/Employment Practices/Employment Problems/Employment Programs/*Equal Opportunities (Jobs)/Federal Government/Federal Programs/*Government Publications/Government Role/Handicapped/Minority Groups/Older Adults/*Personnel/Sex Discrimination/Vocational Development

This annotated bibliography, a government publication, updates earlier personnel bibliographies on the subject of equal opportunity in employment. Topics covered include: (1) employment programs for minority groups, focusing on government programs, employment practices, programs for the disadvantaged, and professional and executive positions, (2) the handicapped, divided into specific categories, (3) the older worker, and (4) selected books and articles on the employment of women, including women in the Federal government and career opportunities for women at the executive, managerial, and professional levels. (AG)

VT017170

71 PMM Collection

HOW ON EARTH DO WORKING WIVES MANAGE.

Kiplinger Washington Editors, Inc., Washington, D.C.

800

Document Not Available from EDRS.

Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006

7307-04618

Career Education/Secondary Grades/Instructional Materials/Resource Materials/*Working Women/*Working Parents/Females/Feminism/Family Life/*Family Relationship/Family Resources/*Home Management/Employees/Work Attitudes/*Vocational Adjustment

This three-part kit is designed to provide a classroom of 40 students in grades 9-12 with information on the rewards and frustrations of being a working homemaker. The kit includes: (1) a brief teaching guide which lists cognitive and affective goals and suggests activities in and beyond the classroom, (2) a transparency which shows how a husband shares the work when his wife is at home compared to when she works, and (3) 40 copies of a 4-page article reprint which summarizes the responses of several working mothers to an interview by "Changing Times Magazine." According to the article, the major problems working wives encounter are how to combine home responsibilities with job demands and how to find extra time for children as well as household duties. The article also discusses the reasons women work and indicates that home and job can be successfully combined. (PM)

VT016591

71 32p.

EQUAL EMPLOYMENT OPPORTUNITY UNDER FEDERAL LAW: A GUIDE TO FEDERAL LAW PROHIBITING DISCRIMINATION ON ACCOUNT OF RACE, RELIGION, SEX, OR NATIONAL ORIGIN IN PRIVATE AND PUBLIC EMPLOYMENT.

Commission on Civil Rights, Washington, D.C.

EDRS Price MF-$0.65 HC-$3.29, ED 067 476.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.25)

PUB-17

*Equal Opportunities (Jobs)/*Federal Laws/*Social Discrimination/Discriminating Attitudes (Social)/Employment Problems/*Government Role/Minority Role/*Pamphlets/Equal Protection/Social Action

Published for the guidance of employers, employees, and others interested in equal employment opportunity, this pamphlet explains the federal laws relating to nondiscrimination in private and public employment. Procedures for filing a complaint of employment discrimination are included, and pertinent government legislation is detailed. Affirmative steps toward equal employment opportunity are delineated. (AG)

VT016162
FEB72 79p.
Hughes, Marija Matich
THE SEXUAL BARRIER; LEGAL AND ECONOMIC ASPECTS OF EMPLOYMENT. SUPPLEMENT 2.
EDRS Price MF-$0.65 HC Not Available from EDRS, ED065 703.
Marija Matich Hughes, 2242 Fox Plaza, San Francisco, California 94102 ($3.00)
*Sex Discrimination/*Employment Opportunities/*Working Women/*Annotated Bibliographies/Career Opportunities/Equal Opportunities (Jobs)/Salary Differentials/*Civil Rights Legislation
This annotated bibliography covers the laws and conditions governing the employment of women. Included are books, pamphlets, articles, and government publications published during 1970 and 1971. Topics covered include: (1) bibliographies, (2) sexual myths, (3) educational barriers, (4) discrimination in hiring and promotion, (5) the economics of discrimination, (6) legal and educational remedies, (7) general employment, and (8) foreign developments. Earlier editions of this bibliography are available as VT 016 160-016 161 in this issue. (BH)

VT016161
APR71 40p.
Hughes, Marija Matich
THE SEXUAL BARRIER; LEGAL AND ECONOMIC ASPECTS OF EMPLOYMENT. SUPPLEMENT 1.
EDRS Price MF-$0.65 HC Not Available from EDRS, ED 065 702.
Marija Matich Hughes, 2422 Fox Plaza, San Francisco, California 94102 ($3.00)
*Sex Discrimination/*Employment Opportunities/*Working Women/*Annotated Bibliographies/Career Opportunities/Equal Opportunities (Jobs)/Salary Differentials/*Civil Rights Legislation
This annotated bibliography covers the laws and conditions governing the employment of women. Included are books, articles, pamphlets, and government publications published during 1970 and 1971. Topics covered include: (1) discrimination in hiring and promotion, (2) educational barriers, (3) legislative and judicial remedies, (4) general employment, and (5) foreign development. This supplement is part of a series available as VT 016 160-016 162 in this issue. (BH)

VT016160
NOV70 43p.
Hughes, Marija Matich
THE SEXUAL BARRIER; LEGAL AND ECONOMIC ASPECTS OF EMPLOYMENT.

EDRS Price MF-$0.65 HC Not Available from EDRS, ED 065 701.

Marija Matich Hughes, 2422 Fox Plaza, San Francisco, California 94102 ($5.00)

*Sex Discrimination/*Employment Opportunities/*Working Women/Equal Opportunities (Jobs)/*Bibliographies/Salary Differentials/*Civil Rights Legislation/Career Opportunities

This bibliography covers the laws and conditions governing the employment of women. Included are books, articles, pamphlets, and government publications dating from 1959. Topics covered include: (1) legal aspects, (2) discrimination in employment, (3) difference in pay, (4) professional opportunities, and (5) general. Two supplements are available as VT 016 161-016 162 in this issue. (BH)

VT013[illegible]

APR70 43p.

A MATTER OF SIMPLE JUSTICE.

Presidential Task Force on Women's Rights and Responsibilities, Washington, D.C.

EDRS Price MF-$0.65 HC-$3.29, ED 055 157.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR37.8:W84/R29, $.30)

*Feminism/*Females/Working Women/*Federal Government/*Federal Legislation/Equal Opportunities (Jobs)/Discriminatory Legislation/*Civil Liberties/Equal Education/Equal Facilities/Child Care/Educational Opportunities/Manpower Development

A 13-member presidential task force on women's rights and responsibilities recommended that: (1) the president call a white house conference and establish an office of women's rights and responsibilities, (2) the president send a message to Congress citing widespread discrimination against women, proposing legislation to remedy these inequalities, asserting Federal leadership, recommending prompt state action as a corollary, and calling upon the private sector to follow suit, (3) the president appoint more women to positions of top responsibility in all branches of the Federal government to achieve a more equitable ratio of men and women, and (4) the executive branch of the Federal government be as seriously concerned with sex discrimination as with race discrimination and with women in poverty as with men in poverty. (Author/SB)

VT012252

JUN70 24p.

LAWS ON SEX DISCRIMINATION IN EMPLOYMENT. FEDERAL CIVIL RIGHTS ACT, TITLE VII STATE FAIR EMPLOYMENT PRACTICES LAWS, EXECUTIVE ORDERS.

Women's Bureau (DOL), Washington, D.C.

EDRS Price MF-$0.65 HC-$3.29, ED 052 313.

Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. (No Charge).

*Federal Laws/*Equal Opportunities (Jobs)/*Sex (Characteristics)/*State Laws/Employment Opportunities

This report describes the applicable laws regarding sex discrimination in employment. In addition to Federal law and two relevant executive orders, the report includes 21 state laws and the District of Columbia's law prohibiting discrimination based on sex. This document is a revision of ED 014 611 (VT 003 864, ARM Summer 1968). (BH)

VT010863

68 39p. A Report From the Conference (University of California at Los Angeles, Sept. 19, 1968).

SEX DISCRIMINATION IN EMPLOYMENT PRACTICES.

California Univ., Los Angeles. University Extension.

EDRS Price MF-$0.65 HC-$3.29, ED 053 266.

Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. 20210 (No Charge).

*Employment Practices/*Conference Reports/*Federal Legislation/Bibliographies/*Females/*Equal Opportunities (Jobs)

The Conference on Sex Discrimination in Employment Practices was held at the University of California at Los Angeles in cooperation with the Women's Bureau of the Department of Labor, speeches included: (1) "New Legislation—New Action" by Rosalind K. Loring and William Foster, (2) "Compliance Policies and Procedures for Business and Industry" by Elizabeth J. Kuck, (3) "Federal Contract Compliance and Affirmative Action Programs" by Vincent Macaluso, (4) "Realities of Women's Current Position in the Labor Force" by Mary Dublin Keyserling, and (5) "Next Steps" by Rosalind K. Loring. A question and answer session on further interpretations of laws and orders and discussion highlights from four group discussions are also included. (BC)

VT003864

APR67 15p.

LAWS ON SEX DISCRIMINATION IN EMPLOYMENT—FEDERAL CIVIL RIGHTS ACT, TITLE VII. STATE FAIR EMPLOYMENT PRACTICES LAWS.

EDRS Price MF-$0.25 HC-$0.68, ED 014 611.

*Equal Opportunities (Jobs)/Federal Laws/*Females/*Labor Laws/State Laws

Title VII of the Federal Civil Rights Act (1964) prohibits discrimination on the basis of sex in addition to the usual grounds of race, color, religion, and national origin. It covers private employment and labor organizations engaged in industries affecting commerce, as well as employment agencies. It is unlawful for employers to refuse to hire, to discharge, or otherwise discriminate in regard to compensation, terms, conditions, or priviliges of employment. It is unlawful for labor unions to exclude, expel from membership, or otherwise discriminate on the basis of sex, or to limit, segregate or classify its membership on that basis. Employers, labor organizations, and employment agencies cannot print, publish, or cause to be printed or published advertisements indicating preference, limitation, or specification based on sex. Nor can they discriminate in admission to or employment in apprenticeship or training or retraining programs based on sex. Major exceptions to prohibited employment practices are listed. Of the 26 states, the District of Columbia, and Puerto Rico that have mandatory fair employment practices laws, 13 states prohibit discrimination based on sex. A chart summarizes Federal and state laws. The appendix contains "Guidelines on Discrimination Because of Sex of the Equal Employment Opportunity Commission" and a paper on the "Relationship Between Fair Employment Practices Laws and Protective Labor Legislation for Women." (FP)

JOURNAL ARTICLES

EJ107831 RC501662

SEXISM IN EDUCATION: PENNSYLVANIA RESPONSE TO THE CHALLENGE

Burstyn, Joan N. Tennessee Education; 4; 3; 27-33 F 74

Descriptors-*Sex Discrimination/*Sex Stereotypes/*Curriculum Development/*Educational Practice/*Material Development/Occupational Guidance/Textbook Bias/Teacher Education/Job Placement

Identifiers-Pennsylvania

A Joint Task Force on Sexism in Education represented by the Pennsylvania Department of Education, Pennsylvanians for Women's Rights, and the Pennsylvania Human Relations Commission outlined a broad program for combatting sexism in educational structures and educational personnel. (JC)

EJ107830 RC501661

SEX TYPED DIVISION OF LABOR IS NO ACCIDENT; THE ROLE OF EDUCATION IN THE PERPETUATION OF SEXUAL INEQUALITY

Dewey, Cindy Rice Tennessee Education; 4; 3; 17-26 F 74

Descriptors-*Sex Stereotypes/*Equal Opportunities (Jobs)/*Educational Responsibility/*Role Models/Educational Alternatives/Psychological Evaluation/Sex Discrimination/Vocational Counseling

Identifiers-Perpetuation of Sexual Inequalities

EJ107118 CE502107

A FACELIFT FOR INDUSTRIAL ARTS

Patterson, Deborah D. Man/Society/Technology; 34; 3; 85-6 Dec 74

Descriptors-*Industrial Arts/*Sex Role/*Sex Stereotypes/*Audiovisual Programs/Trade and Industrial Education/Audiovisual Aids/Males/Females/Secondary Education

A slide show featuring women in industrial arts can demonstrate to the administration, faculty, and student body that industrial arts is for everyone, male and female. (Author)

EJ107110 CE502099

WOMEN APPRENTICES: REMOVING THE BARRIERS

Briggs, Norma Manpower 6; 12; 2-8, 10-11 Dec 74

Descriptors-*Working Women/*Apprenticeships/*Pilot Projects/*Equal Opportunities (Jobs)/*Nondiscriminatory Education/Females/Industrial Training/Trade and Industrial Education/Sex Stereotypes/Manpower Development

Identifiers-Women in Wisconsin Apprenticeship

The coordinator of the Women in Wisconsin Apprenticeships project, which challenged stereotypes of sex roles in the workplace, describes some of the aims, means, and results of the project. (AJ)

EJ107047 CE502035

CURRENT TRENDS AND FUTURE DIRECTIONS IN VOCATIONAL EDUCATION

Gillie, Angelo C. Technical Education News; 34; 1; 2-4 Nov/Dec 74

Descriptors-*Vocational Education/*Trend Analysis/Educational Finance/Government Role/Educational Legislation/Sex Discrimination/Educational Research/Performance Based Education/Educational Administration/Labor Unions

Identifiers-Universal College

EJ105833 EA505407

CHAPTER 622: ONE STATE'S MANDATE

Healy, Regina; Lund, Diane Inequality in Education; 18; 36-46 Oct 74

Descriptors-*Educational Opportunities/*Employment Opportunities/*Sex Discrimination/Vocational Education/Womens Education

On August 5, 1971, the Governor of Massachusetts signed a measure which outlawed discrimination on the basis of sex in the public schools of the State. Attempts to answer the questions asked most often about this law, such as why this form of legislation was chosen and how the law is working in practice. (Author/JF)

EJ105831 EA505405

SEXISM IN PUBLIC EDUCATION: LITIGATION ISSUES

Martinez, Susanne Inequality in Education; 18; 5-11 Oct 74

Descriptors-*Court Cases/*Legal Problems/*Sex Discrimination/*Sex Stereotypes/Athletics/Vocational Education

Young women throughout the country have been excluded from elite academic high schools, denied access to "masculine" vocational education programs, and confronted daily with school textbooks which portray them as placid, unimaginative, and unproductive citizens. Discusses legal cases involving sex discrimination under the topics of overt sex discrimination, vocational education, athletics, scholarships, covert sex discrimination, vocational testing and counseling, textbooks, and economic expenditures. (Author/JF)

EJ104887 SO503118

ROOM AT THE BOTTOM--GIRLS' ACCESS TO VOCATIONAL TRAINING

Trecker, Janice Law Social Education; 38; 6; 533-537, 607-608 Oct 74

Descriptors-*Vocational Education/*Womens Education/*Equal Education/*Sex Discrimination/*Nondiscriminatory Education/Equal Opportunities (Jobs)/Working Women/Secondary Grades/Females/Labor Force

Educational factors which must change if jobs opportunities for women are to equal those for men are the traditional exclusion of girls from a wider scope of vocational courses, cultural pressures and assumptions, and counseling and administrative policies and circumstances. (JH)

EJ100751 CG507502

CAREER ORIENTATION OF HIGH SCHOOL AND UNIVERSITY WOMEN

Herman, Michele H.; Sedlacek, William E. Journal of the NAWDAC; 37; 4; 161-166 Sum 74

Descriptors-*Females/*Career Planning/*Occupational Choice/*Sex Discrimination/High School Students/College Students/Research Projects

Career orientation of college women was studied through examination of type of major chosen and attitudes influencing career decisions. Subjects were senior university students. Study points out differences between women choosing occupations such as teaching and those choosing careers in science. (EK)

EJ100736 CG507487

MEASURING THE INTERESTS OF MALE AND FEMALE STUDENTS WITH THE SVIB FOR MEN

O'Shea, Arthur J.; Harrington, Thomas F. Measurement and Evaluation in Guidance; 7; 2; 112-116 Jul 74

Descriptors-*Sex Differences/*Vocational Interests/*Test Construction/*Predictive Validity/Occupational Choice/Career Choice/Sex Stereotypes

Identifiers-*Strong Vocational Interest Blank

The SVIB for men profiles of 202 male and female counselor education students were examined to determine the extent of sex differences. The differential predictive validity of the SVIB was also studied. The results of this study support the direction which the new Strong is to take. (Author)

EJ100734 CG507485

THE DISTINCTION BETWEEN SEX RESTRICTIVENESS AND SEX BIAS IN INTEREST INVENTORIES

Prediger, Dale J.; Hanson, Gary R. Measurement and Evaluation in Guidance; 7; 2; 96-103 Jul 74

Descriptors-*Test Bias/*Sex Discrimination/*Vocational Interests/*Bias/Career Choice/Sex Role/Occupational Choice/Speeches

This article proposes that sex-limiting effects of interest inventories do not necessarily constitute sex-bias and that sex-restrictiveness is an important characteristic of interest inventories that should be considered separately from sex bias. Presented at NIE Workshop on Sex Bias, Washington, D.C., March 1974. (Author)

EJ099352 CS706181

REINFORCED CONCRETE

Rutherford, Millicent English Journal; 63; 3; 25-33 Mar 74

Descriptors-*Feminism/*Sex Discrimination/*Self Concept/*Career Choice/Womens Education/Self Esteem/English Curriculum/Secondary Grades/Literature/Textbooks/Library Material Selection/Counselors

Suggests ways to counteract anti-feminine biases in secondary schools. (JH)

EJ096554 IR500363

EFFECT OF SEX OF CAREER MODELS ON OCCUPATIONAL PREFERENCES OF ADOLESCENTS

Plost, Myrna; Rosen, Marvin J. AV Communication Review; 22; 1; 41-50 Spr 74

Descriptors-*Womens Studies/*Occupational Aspiration/*Adolescents/*Role Models/Feminism/Career Choice/Career Opportunities/Identification (Psychological)/Instructional Media

A research report on the effects of career models depicted in the media of instruction and counseling on the career aspirations of young girls. (Author)

EJ095350 SO502760

"THE ME I WANT TO BE": STUDENTS' ASPIRATIONS IN THE SEVENTIES

Hahn, Carole Social Education; 38; 4; 334-344 Apr 74

Descriptors-*Socialization/*School Role/*Occupational Aspiration/Social Studies/Career Opportunities/Sex Discrimination/Stereotypes/Student Opinion

Identifiers-*Sex Roles

A survey of student opinion reflects the influence of schools on the development of sex roles. Activities are suggested to learn the social science skills of data collection and interpretation in order for students to develop their own concepts and values of role, status, and socialization.

EJ091004 CG506787

VOCATIONAL EDUCATION: A DUAL SYSTEM

McCune, Shirley Inequality in Education; 16; 28-34 Mar 74

Descriptors-*Vocational Education/*Sex Discrimination/*Enrollment Trends/Federal Government/State Government/Local Government

Identifiers-*Sex Stereotypes

Reviews the discriminatory effects that traditionally sex-stereotyped vocational programs have on the economics of women in the work force and outlines specific action that needs to be taken on the Federal, State, and Local levels. (Editor)

EJ091003 CG506786

SEX BIAS IN EDUCATIONAL MEASUREMENT: FACT OR FICTION?

Tittle, Carol Kehr Measurement and Evaluation in Guidance; 6; 4; 219-225 Jan 74

Descriptors-*Sex Discrimination/*Vocational Counseling/*Test Bias/*Testing Problems/*Measurement/Achievement Tests/Interest Tests/Vocational Interests/Counselor Role/Research Problems

The author discusses educational achievement tests and vocational interest blanks, focusing on the subject of sex bias and its elimination. (RP)

EJ091002 CG506785

SOME GUIDELINES FOR REDUCING SYSTEMATIC BIASES IN THE DELIVERY OF VOCATIONAL SERVICES

Holland, John L. Measurement and Evaluation in Guidance; 6; 4; 210-217 Jan 74

Descriptors-*Vocational Counseling/*Sex Discrimination/*Research Problems/*Test Bias/*Counselor Role/Occupational Guidance/Counseling Services/Bias/Guidelines

This article proposes a general perspective for thinking about sex bias in the delivery of vocational guidance in order to suggest revisions in current practices and social actions as well as new directions for research. Biases in employment practices, media, or curricular materials are not dealt with. (Author/RP)

EJ090933 CG506716

EXPLORING INTERESTS: A NON-SEXIST METHOD

Dewey, Cindy Rice Personnel and Guidance Journal; 52; 5; 311-315 Jan 74

Descriptors-*Sex Discrimination/*Vocational Counseling/*Career Planning/*Nondiscriminatory Education/*Interest Tests/Test Bias/Counseling/Occupational Choices

The author describes the Non-Sexist Vocational Card Sort for use in counseling both men and women. This technique is less sexist than traditional approaches because: (1) the same vocational alternatives are offered to both men and women; (2) the gender of the occupational titles has been neutralized; and (3) the counselor and client can explore sex-role biases as they emerge in the counseling session. (Author)

EJ090874 CG506647

STRUCTURING SUCCESS FOR WOMEN: GUIDELINES FOR GATEKEEPERS

Epstein, Cynthia Fuchs J-NAWDAC; 37; 1; 34-42 F 73

Descriptors-*Womens Education/*Equal Opportunities (Jobs)/*Feminism/*Sex Discrimination/*Working Women/Socialization/Civil Rights Legislation/Equal Education/Role Conflict/Career Choice

The author discusses the subtle obstacles in the way of true professional advancement for women: socialization which creates other directedness (causing choice of convenient careers which fit into the needs of others), a tracking system which directs young women into less productive, less prestigi , and less interesting jobs, the failure of men to challenge women to develop excellence, etc. Presented at annual convention of NAWDAC, Cleveland 1973. (EK)

EJ090392 UD502664

EDUCATION AMENDMENTS OF 1972

Georgetown Law Journal; 61; 4; 1007-1086 Mar 73

Descriptors-*Educational Legislation/*Federal Programs/*Federal Aid/*Higher Education/Public Education/Vocational Education/Sex Discrimination/Program Administration/Student Loan Programs

Identifiers-*Education Amendment of 1972

Summarizes Congressional debate and legislative action on federal aid to education in 1971-72 which established authorization programs through fiscal year 1975, and describes each of the ten Titles of the Act, including Title I - Higher Education, Title II - Vocational Education, Title VII - Emergency School Aid Act, Title VIII - General Provisions related to Assignment or Transportation of Students, and Title IX - Prohibition of Sex Discrimination. (SF)

EJ085886 CS706068

SEX STEREOTYPING AND CAREER ROLES

Britton, Gwyneth E. Journal of Reading; 17; 2; 140-48 Nov 73

Descriptors-*Reading Research/*Career Choice/*Sex Discrimination/*Females/*Textbook Bias/Elementary Education/Secondary Education/Reading Materials

Sixteen reading series are analyzed for sexual stereotyping, citing the limited career roles depicted and the dearth of reading materials provided for females. (RB)

EJ083719 VT505194

ISSUES EMERGING FROM THE WOMEN'S RIGHTS MOVEMENT AND THEIR IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Willers, Jack C. Illinois Teacher For Contemporary Roles; 16; 4; 273-291 Mar-Apr 73

Descriptors-*Educational Discrimination/*Feminism/*Educational Equality/*Role Perception/Vocational Education/Career Education/Stereotypes/Futures (Of Society)/Educational Philosophy/Cultural Images

EJ083625 UD502542

CAREER EDUCATION AND MINORITIES

Chisholm, Shirley New Generation; 55; 1; 26-28 W 73

Descriptors-*Racial Discrimination/*Social Discrimination/*Career Education/*Educational Policy/*Educational Planning/Sex Discrimination/Educational Opportunities/Economic Opportunities/Employment Opportunities/Private Agencies

Discusses some issues which are relevant to considerations of what career education is supposed to be. (JM)

EJ083184 RC501282

THE CHICANA--PERSPECTIVES FOR EDUCATION

De Lazarin, Anna Nieto Gomez Encuentro Femenil; 1; 1; 34-61 Spr 73

Descriptors-*Education/*Employment/*Females/*Mexican Americans/*Sex Discrimination/Culture Conflict/Family Environment/Occupational Guidance/Sexuality/Womens Studies

Included in this article are several short discussions of the Chicana's role in the family, on the college campus, family and counselor's attitudes, and studies on the Chicana. (NQ)

EJ077901 CS705705

WOMAN'S WORK IS—WHEREVER SHE CAN FIND IT

Skellett, Patricia; Soehngen, Sandra Media and Methods; 9; 8; 58-61 Apr 73

Descriptors-*Annotated Bibliographies/Career Planning/*Equal Opportunities (Jobs)/*Feminism/*Filmstrips/Secondary Education/*Sex Discrimination/Stereotypes/Working Women

Discusses job opportunities and employment practices for career oriented women. (RB)

EJ073688 VT504525

LOOK WHO'S WEARING LIPSTICK!

Marshall, Patricia Manpower; 4; 12; 2-9 Dec 72

Descriptors-Changing Attitudes/Employment Opportunities/*Job Skills/*Occupational Choice/*Sex Discrimination/Stereotypes/*Work Experience/*Working Women

Reports work experiences of women in nontraditional jobs and what these experiences may mean for other women. (MF)

EJ072949 VT504566

UP, UP THE LADDER

Illinois Career Education Journal; 30; 2; 39-41 W 1973

Descriptors-*Career Ladders/Career Planning/*Equal Opportunities (Jobs)/*Sex Discrimination/*Vocational Education/*Working Women

Discusses breaking patterns of sex discrimination in employment. (Editor)

EJ072843 EA503508

CAREER CONDITIONING FOR THE NEW WOMAN

Hoffer, William School Management; 17; 3; 34-36 Mar 73

Descriptors-*Career Education/Curriculum Development/*Feminism/*Instructional Materials/Public Schools/Sensitivity Training/*Sex Discrimination/Textbook Evaluation/*Womens Education

A subordinate culture is outlined for girls by the attitudes of the teachers and administrators, by the textbooks, and by the entire career counseling system. Now is the time for the conscientious school administrator to study the career training his school system provides for girls from kindergarten through commencement. (Author)

EJ072299 SO501622

SCHOOL, INSTRUCTION, AND SEX ROLE QUESTIONS

Vestin, Margaret Western European Education; 4; 4; 285-306 W 72/73

Descriptors-Career Education/Educational Objectives/*Equal Opportunities (Jobs)/*Feminism/*Role Perception/Sex (Characteristics)/Sex Differences/*Sex Discrimination

Identifiers-Sex Role/*Sweden

Describes and analyzes Swedish efforts to introduce into the schools programs of study based on the assumption that men and women will have the same roles in the future with regards to parent role and career orientation. (Author/JB)

EJ065875 AA514161

WHAT ABOUT CAREER EDUCATION FOR GIRLS?

Mitchell, Edna Educational Leadership; 30; 3; 233-6 Dec 72

Descriptors-Attitudes/*Career Education/Expectation/*Females/*Role Perception/*Sex Discrimination/*Stereotypes/Vocational Development

New efforts in career education focus largely upon the idea of work, and its multiple and related forms, without indicating an awareness that sexist prejudices still pervade the entire curriculum and are subtly reflected in the attitudes of the school personnel. (Author/CB)

EJ061781 CG504770

PERCEPTIONS OF MALE MODELS OF FEMININITY RELATED TO CAREER CHOICE

Hawley, Peggy Journal of Counseling Psychology; 19; 4; 307-313 Jul 72

Descriptors-*Attitudes/*Career Choice/*Females/Feminism/Models/*Role Conflict/Working Women

This investigation replicated a previous finding that women choose careers consistent with their own judgments of the model of femininity held by significant men in their lives. (Author)

PROJECTS IN PROGRESS

VTP 2012
Title: An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women.

Principal Investigator: Orville Nelson
Recipient Institution: University of Wisconsin-Stout, Menomonie, Wisconsin
Start - End Dates: July 1974 to June 1975
Annual Funding: $5,259.00
Sponsoring Agency: Wisconsin Department of Public Instruction, Madison, Wisconsin
Contract and/or Control No.: 19.006.151.225

Summary of Project: The objectives of this project are to (1) identify areas of personal conflict for women changing careers, (2) identify common socioeconomic and psychological benefits enjoyed and liabilities incurred by these women, and (3) design a useful model for mid-career decision-making whereby these women and those working with them, such as teachers, employers and counselors can better understand, cope with, and utilize the personal dynamics of their changing lifestyles. A survey and interview procedures will be used to elicit the women's perceptions of the sociological and psychological changes in their lives due to their change of careers. Women in the VTAE system will be sampled who are between the ages of 30 and 49. An attempt will be made to identify and interview a minimum of twelve women who meet the criteria for the same.

VTP 1991
Title: Women and Career Options: A Research Project to Facilitate Upward Mobility for Women.

Principal Investigator: Nancy R. Walters
Recipient Institution: Central Missouri State University, Warrensburg, Missouri 64093
Start - End Dates: May 1, 1975 to March 31, 1976
Annual Funding: $26,894.00
Sponsoring Agency: Missouri Board of Education, Jefferson City
Contract and/or Control No.: No data

Summary of Project: The objectives are to (1) examine the attitudes and stereotypic assumptions about women workers that vocational educators and administrators may hold, (2) promote better understanding about women in the labor force, (3) develop facilitative approaches in communicating with women, (4) develop an understanding of group processes and interaction, (5) understanding the effects of upward mobility on individual women and their families, and (6) continue the growth

process by follow-up back on the job. Approximately 125 vocational educators and administrators (both secondary and post-secondary) will take part in training sessions consisting of group activities with groups of 25 individuals for 2½ days each. Leaders will be trained group facilitators. The group activities that will be utilized have been used in human relations group processes with general success in promoting attitudinal change and a willingness to participate and interact in the group. The activities are sequenced by threat level, with the purpose of beginning where the participants are and gradually opening them up and leading them through the learning and awareness sessions. Measures will be used to determine if the teachers and administrators have become more accepting of women. The Attitudes Toward Women Scale will be administered as a pre-test and as a post-test to both the participants and to a group of vocational teachers and administrators not participating in the training sessions to act as a control on the project results. Subjective reactions of the project participants will also be elicited. Statistical analysis of test results will be conducted, and the final report will be submitted at the close of the project.

VTP 1906
Title: Women in Vocational Education.

Initiator: Joseph E. Champagne
Institution: Center for Human Resources, University of Houston, Houston, Texas
Sponsor: Texas Education Agency, Austin
Duration: February 1, 1975 to June 30, 1976

Objectives: (1) The development of a model to recruit males and females into vocational programs that have previously been dominated by members of the other sex and to maintain the increase female enrollment in previously male-dominated courses. (2) Improving the image of vocational education, assessing and modifying attitudes, reviewing and modifying instructional methods, providing a problem-solving mechanism for the female students, and informing students about the labor market. Methodology: The proposed model will be developed through a demonstration project at Sam Houston High School in the Houston Independent School District. Proposed activities will take 17 months beginning February 1, 1975. The spring and summer of 1975 will be devoted to recruitment of students in vocational programs. During the 1975 1976 school year, the progress and problems of the female students in male dominated programs will be monitored and documented. Extensive counseling will be available to participating students and faculty. Federal funds total $21,665.00.

VTP 1902
Title: Developing Managment Horizons for Women.

Initiator: Athyleen F. Nicholson and Charles A. Peterson
Institution: Puget Sound Institute, Pacific Lutheran University, Tacoma, Washington
Sponsor: Washington Superintendent of Public Instruction, Olympia
Duration: July 1, 1974 to March 31, 1975

Objectives: To meet the demand for non-traditional conferences dealing with advancing women's managerial status and encouraging affirmative action programs at FSCC, BBCC, and CBCC from no

existing programs to nine programs to train approximately 300-400 women at FSCC; 200-300 at CBCC; and 40-60 at BBCC for each seminar by January 31, 1975 (contingent on scheduling) at an estimated total cost of $17,724.00.

Methodology: To improve the status of women in all occupational areas in Washington State, the sequential seminars on Developing Management Horizons for Women have been scheduled for presentation in the western, central, and eastern regions. Fort Steilacoom Community College, Big Bend Community College and Columbia Basin Community College will present identical programs in a staggared time sequence. Implementing a mutually agreed upon plan, presenting the same keynoters, sharing on publicity, evaluation, follow-up, etc., reduces cost and provides for uniformity of accomplishment. Federal funds total $4,045.00.

VTP 1685

Title: Assessing and Field Testing Career Planning and Development Approaches for Adults: Focus on Ethnic Minorities and Women.

Initiator: Joseph C. Bellenger
Institution: San Jose Unified School District, California
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To identify through a nationwide survey, viable career guidance, counseling, placement, and follow-up approaches which are being used with adult populations, (2) To implement and field test three of these approaches in an effort to design prototype materials to meet the needs of ethnic minority and women adults in San Jose's Metropolitan Adult Education Program (MAEP), and (3) To disseminate locally, statewide, and nationally a catalog of viable adult career guidance counseling, placement and follow-up approaches plus a manual which facilitates implementation of approaches selected from the catalog.

Methodology: MAEP will subcontract with the American Institutes for Research to capitalize on its survey research capabilities to survey the nation for viable adult-oriented career guidance, counseling, placement, and follow-up approaches, and to catalog the findings in a manner which will be useful to MAEP, the state and the nation. MAEP will then identify the most prevalent career planning and development needs of their ethnic minority and women participants and adapt three appropriate approaches identified in the AIR search to fulfill these needs. Using evaluative research methodology, the implementation of these approaches will be attempted in three different MAEP field test sites, and a manual to facilitate subsequent implementations by persons using this project's resources will be produced.

VTP 1677

Title: Research Designed to Facilitate, Improve, and Develop Cooperative/Vocational Education Program and Affirmative Action/EEO Programs.

Initiator: Robert C. Burton
Institution: Tidewater Community College, Virginia Beach, Virginia
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to June 29, 1975

Objectives: (1) To measure the extent of participation by women, minorities, veterans, and handicapped individuals in existing post-secondary Cooperative Vocational Education Programs, (2) To identify Cooperative Vocational Education Programs (and the components, policies, and practices thereof) which have had measurable success in enrolling women, minorities, veterans, and handicapped for 2 and 4 year schools.
Methodology: The methodology will be accomplished in four (4) phases: Phase One - Instrument development, field testing/administration of instrument to all post-secondary institutions with cooperative education programs listed with the U.S. Office of Education, Phase Two - Analysis of data. This will enable the researcher to determine those programs which have successfully attracted women and minorities, and the particular attributes of such programs. Phase Three - Development of alternative models for 2 and 4 year institutions which will maximize participation by women and minorities. Phase Four - Dissemination of findings. A research monograph will be presented for printing and distribution. The data derived from this research project will be of tremendous benefit to local cooperative efforts between Tidewater Community College and the community. However, the scope of the project and the need is national.

V.P 1653
Title: Non-traditional Vocational Education Programs for Women.

Initiator: Jacob J. Kaufman
Institution: Pennsylvania State University, University Park
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To identify vocational education programs of secondary schools in 10 cities which have succeeded in preparing female students for occupations which are traditionally considered as appropriate only for males, (2) To identify the circular objectives of these programs and the techniques used to attract students, (3) To follow-up graduates and dropouts of these programs to determine the nature of their employment experiences, (4) To identify the factors in the schools and communities where non-traditional programs have been offered which appear to lead to the acceptance of such programs, and (5) To identify developmental or situational influences which differentiate female students who select non-traditional programs.
Methodology: The research strategy to be followed will compare traditional and non-traditional programs for both males and females. The project number of students that will be studied in each school will be 200 each of present and former students. Data will be collected from present of students in their schools and from former students by mailed questionnaires and personal interviews. Each non-traditional program will be observed and evaluated by a team of recognized experts in vocational education. Data will be computer-analyzed by an advisory board. At a feedback conference the participants will be encouraged to comment on the data and make suggestions for additional analyses.

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